

Core Tenets of Effective Mentoring Relationships

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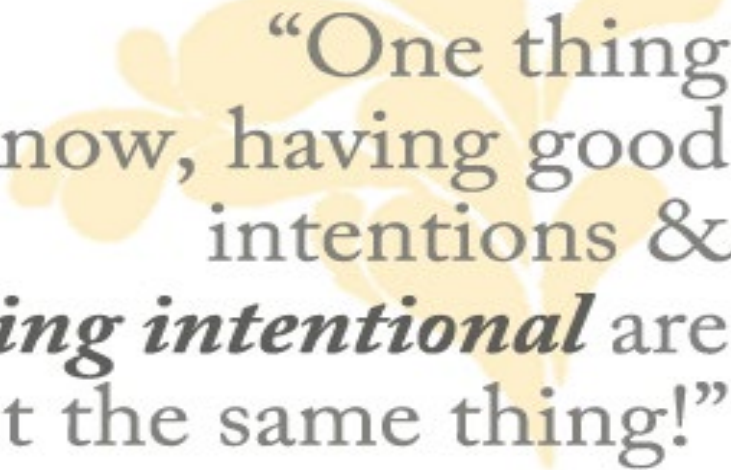
Vice Dean, Clinical Research



What is Mentoring?

A **dynamic reciprocal relationship** in a work environment between an advanced career incumbent (mentor) and a less experienced professional (protégé) aimed at promoting the **development** and **fulfillment** of **both**.

Healy CC. Educ Res 1990:19 17-21

A decorative graphic of several overlapping yellow leaves or petals, positioned behind the main text.

“One thing
I know, having good
intentions &
being intentional are
not the same thing!”

Core Tenets for Mentees

- Communicating Effectively
- Clarifying Expectations
- Enhancing Self Efficacy
- Work Life Integration

Hi, Prof. Smith
I need some help with my project. Could we meet sometime in the next few days?
Thanks!

ONE WEEK LATER...

Prof. Smith,
I haven't heard from you. I could use some help with my project.

TWO WEEKS LATER...

Prof. Smith??
HELP!!!!!!!!!!!!

A MONTH LATER...

Never mind.
I figured it out.

Great.
- Smith

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WWW.PHDCOMICS.COM

Enhancing Communications

- Ineffective communication is at the root of many mentoring problems
- Important to recognize your own communication style and that of your mentor
- Recognize the need to adapt your style as needed to ensure most effective communications



Barriers to Effective Communication

- Assumptions
- Different personalities/communication styles
- Letting items linger too long without discussion
- Vague expectations
- Lack of mentee cultural capital
- Cultural differences in communication styles

Activity # 1

Communication Style Inventory

Enhancing Communications

<http://www.whcare.com/images/form.pdf>

X

1. disputes the issue
2. will take a chance
3. spur-of-the-moment
4. directs others
5. decisive
6. takes control
7. self-assured
8. convincing
9. will fight for
10. wants to win
11. eager
12. confident
13. dominant
14. insistent
15. urgent

5

Z

1. unruffled
2. flexible
3. prudent
4. asks
5. ponders
6. collaborates
7. noncommittal
8. open-minded
9. will defend
10. hopeful
11. diplomatic
12. accepting
13. mild
14. sensible
15. constant

10

W

1. focused
2. rational
3. composed
4. pensive
5. diligent
6. independent
7. orderly
8. thorough
9. effective
10. pragmatic
11. systematic
12. pains taking
13. plans
14. exact
15. conventional

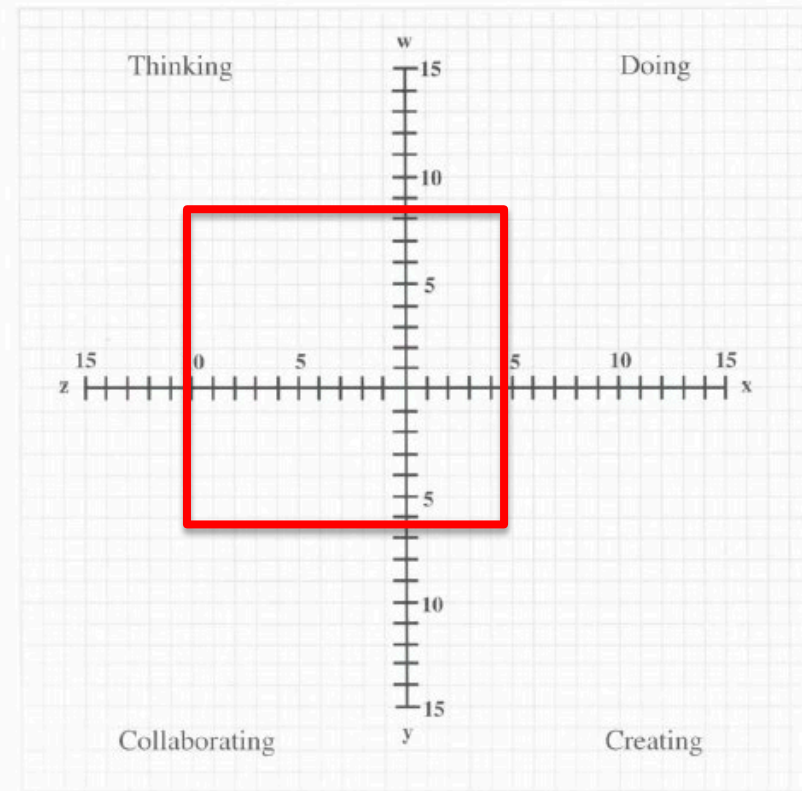
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Y

1. sociable
2. sympathetic
3. extraverted
4. lively
5. gregarious
6. amicable
7. demonstrative
8. free-thinking
9. good-hearted
10. young-at-heart
11. innovative
12. high-strung
13. talkative
14. helpful
15. good-natured

8

Effective Communication Styles Scoring Grid



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Enhancing Communications

THINKING/PLANNING

ASK FOR:

- * data
- * information
- * facts

FOCUSED ON:

- * process
- * task
- * goal
- * doing things the right way

UNDER STRESS:

- * avoid

NEED/Like:

- * logical thinking
- * documentation
- * rational approach
- * careful planning

SUPPORTING/COLLABORATING

ASK FOR:

- * information re: others' skills/interests
- * input
- * feedback

FOCUSED ON:

- * people
- * relationships
- * collaborations
- * how situations "feel"

UNDER STRESS:

- * acquiesce or yield

NEED/Like:

- * friendliness
- * participation
- * inclusion
- * involvement

DOING/DIRECTING

TELL ABOUT:

- * progress to goals
- * actions required
- * solutions to problems

FOCUSED ON:

- * task
- * goal
- * winning/being successful
- * making things happen

UNDER STRESS:

- * become autocratic and tell

NEED/Like:

- * options
- * flexibility
- * directness
- * conciseness

VISIONING/CREATING

TELL:

- * visions
- * ideas
- * stories, analogies

FOCUSED ON:

- * big picture
- * models/theories/concepts
- * bringing visions into reality

UNDER STRESS:

- * blame others

NEED/Like:

- * to understand how the details fit their picture
- * innovation and creativity
- * others to handle the details

- Likely validating
- Wary in different environments (home vs. work)
- Meant to raise awareness of your "go to" style
- Provides language to discuss challenges



Effective Communication

- Establish preferred style of communication
- Determine preferred method for communication
- Track and share progress toward goals
- Prepare for each meeting
 - State at the start what you want to get out of it
 - Let your mentor know what you need

Mentor/Mentee Expectation Alignment Key to a Successful Mentoring Relationship



How do you know when you don't have alignment?

- Mentor does not respond to emails / does not find the time to meet
- Mentee does not follow through on deadlines
- Mentor does most of the talking and direction-setting during mentoring meetings
- Mentee or mentor dreads mentoring meetings
- Mentor or mentee avoid each other
- Mismatch of mentor and mentee expectations.

Generational Differences in Mentoring

Climbing “ladder of success.”



Gen X, Millennials . . . Taking their own route up.



Articulating Expectations

- What am I looking for from my mentor relationship(s)?
- What do I expect from my mentors and what do they expect from me?
- How do my mentors know what I am expecting?
- Have we explicitly discussed these questions? If not, why?

Activity # 2

Alignment of Expectations

Approaches to alignment of expectations – How?

- Regular meeting schedules
- Agenda setting by Mentee
- Establishing anticipated milestones and deliverables
- Consider Value of a compacts
- Leverage the opportunity of using IDPs to establish expectations

Aligning Expectations – What?

- Topics to discuss during early conversations
 - Short and long-term goals
 - Areas of interest
 - Communications styles
 - Meeting schedules
 - Timeline and milestones
 - Identifying others involved
 - Professional networking
 - Work/life integration
 - Developing a career development plan
 - Additional education/training needed



Alignment Phased Checklist

- _____ 1. We have put accountabilities in place for both mentor and mentee.
- _____ 2. Our expectations are clear.
- _____ 3. Our goals are well-defined and clear.
- _____ 4. Each of our responsibilities is defined.
- _____ 5. Our norms have been developed and agreed upon.
- _____ 6. We have decided how often we should meet.
- _____ 7. We are in agreement about how often we should connect and who should initiate the connection.
- _____ 8. We have articulated criteria for success.
- _____ 9. We have developed a workable strategy for dealing with obstacles to the relationship.
- _____ 10. Our work plan makes sense.
- _____ 11. Our operating assumptions about confidentiality are well-articulated.
- _____ 12. Our defined roles, responsibilities and ways of working together leave enough room for flexibility.
- _____ 13. We have discussed how and when the relationship will be brought to closure.
- _____ 14. We have developed a plan for assessing the effectiveness of the relationship.
- _____ 15. We have discussed what to do when things fall out of alignment.

https://ictr.wiscweb.wisc.edu/wp-content/uploads/sites/163/2016/11/AlignmentPhaseChecklist_v2.pdf

Mentoring roles?

- What roles you expect your mentor to play?
- What role do you play in clarifying those roles?
- How do those roles change over time?

Components of Professional Development

- Writing skills
- Finding funding
- Writing or IRB protocols
- Drafting a grant budget
- Time management
- Research ethics
- Leadership skills
- Managing staff, role definition
- Socialization to local professional culture
- Career path exploration and guidance
- Work-life balance
- Public speaking
- Networking-social and professional
- Fostering informal mentoring relationships



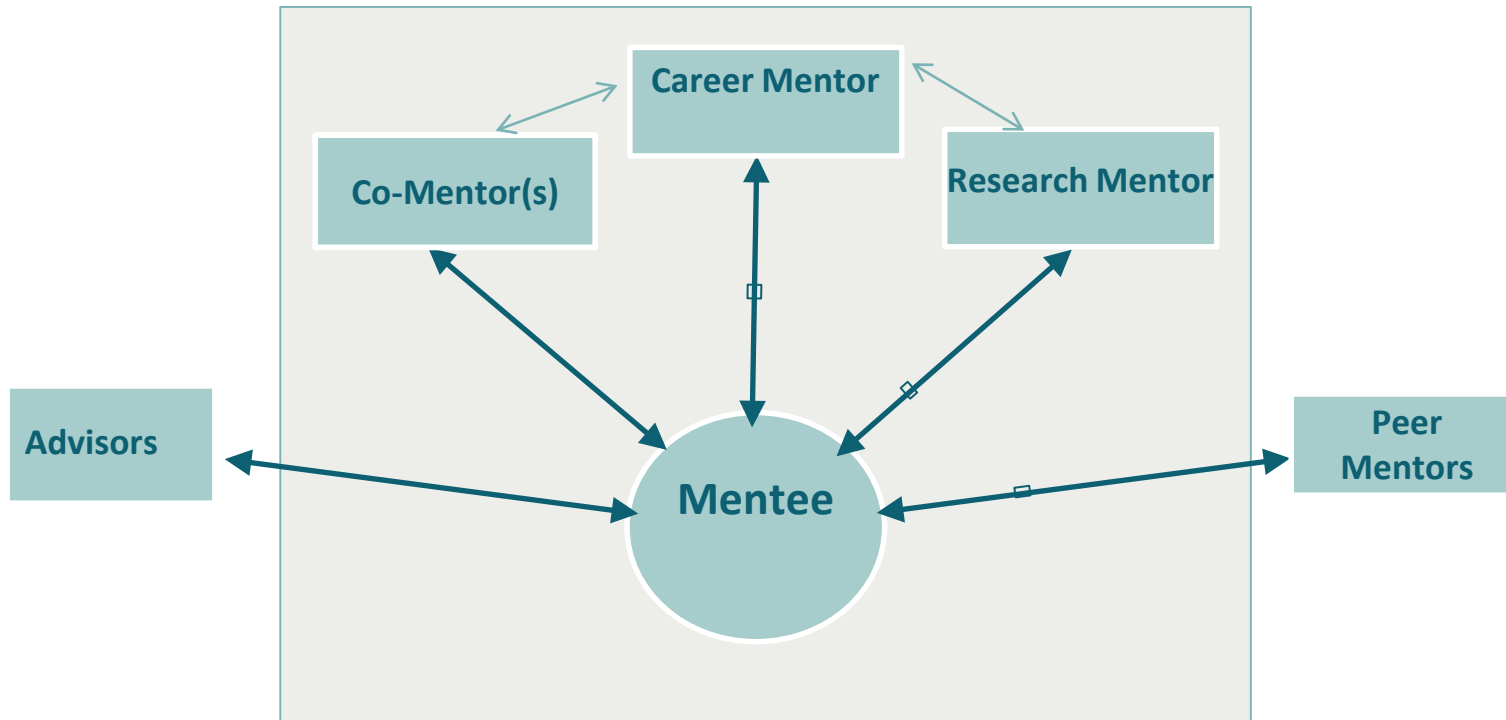
Mentoring Roles



Qualities of Outstanding Mentors

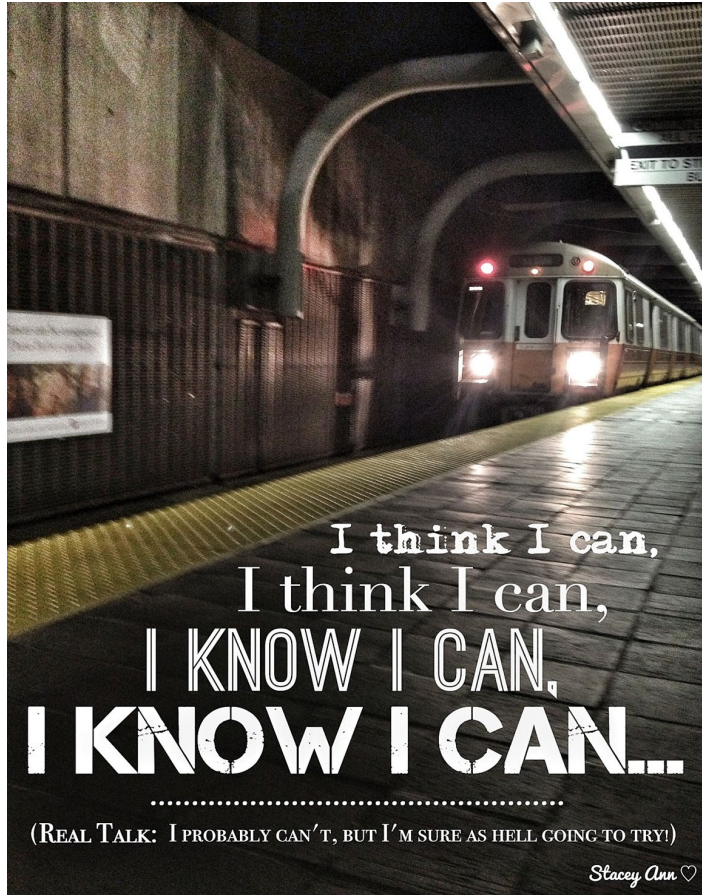
- 1) **Time** commitment to mentoring
- 2) **Expertise** in content, methods and communication skills
- 3) **Personal qualities**: enthusiasm, altruism, honesty, trustworthy, empathy, patience
- 4) **Support** personal/professional balance

It takes a village – The Mentoring Team



Self-Efficacy:

The Belief that You Can Do Something



- Social Cognitive Theory: Albert Bandura
- “The belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations.”

Self-efficacy = Perceived confidence to succeed at a particular task or situation

The Role Self-Efficacy Plays

Strong sense of self-efficacy

- View challenging problems as tasks to be mastered
- Develop deeper interest in their activities
- Form a stronger sense of commitment to their interest
- Recover quickly from setbacks and disappointment

Weak sense of self-efficacy

- Avoid challenging tasks
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities

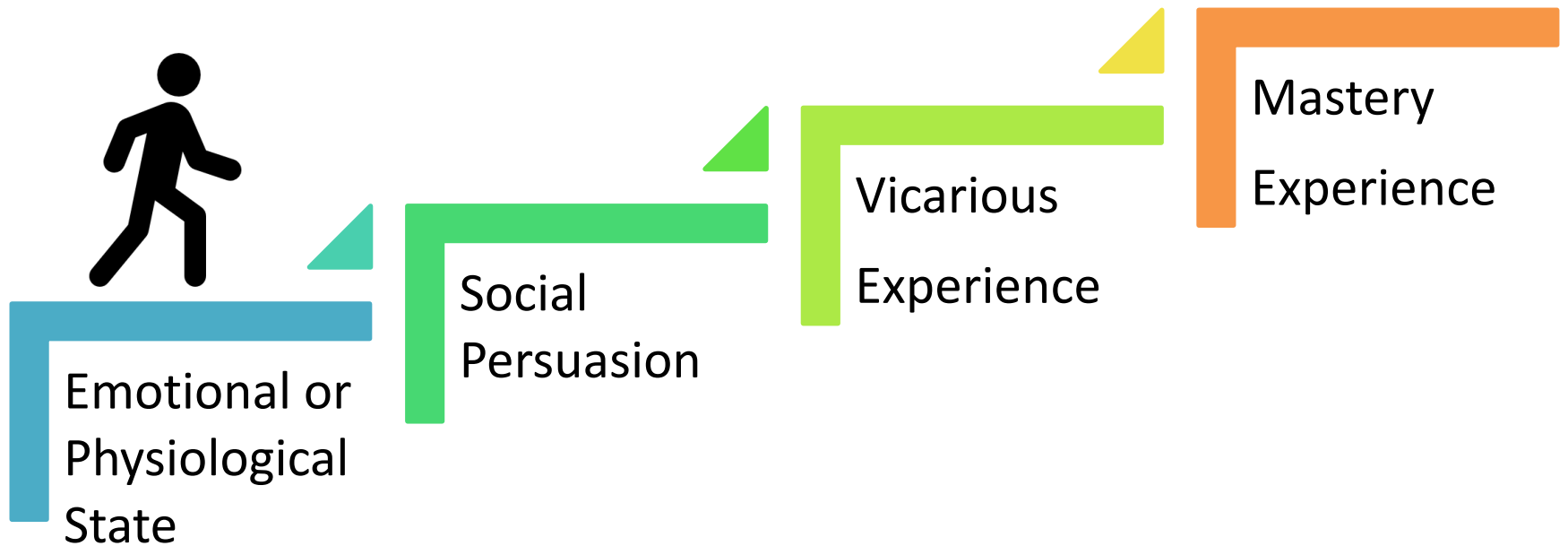
Approaches to Build Mentees Self-Efficacy

- **Mastery:** Remind them of past accomplishments
- **Vicarious:** Watch others to learn from their experiences
- **Social:** Give compliments and feedback about their progress
- **Emotional:** Set small, reasonable goals and acknowledge all successes, even the small ones





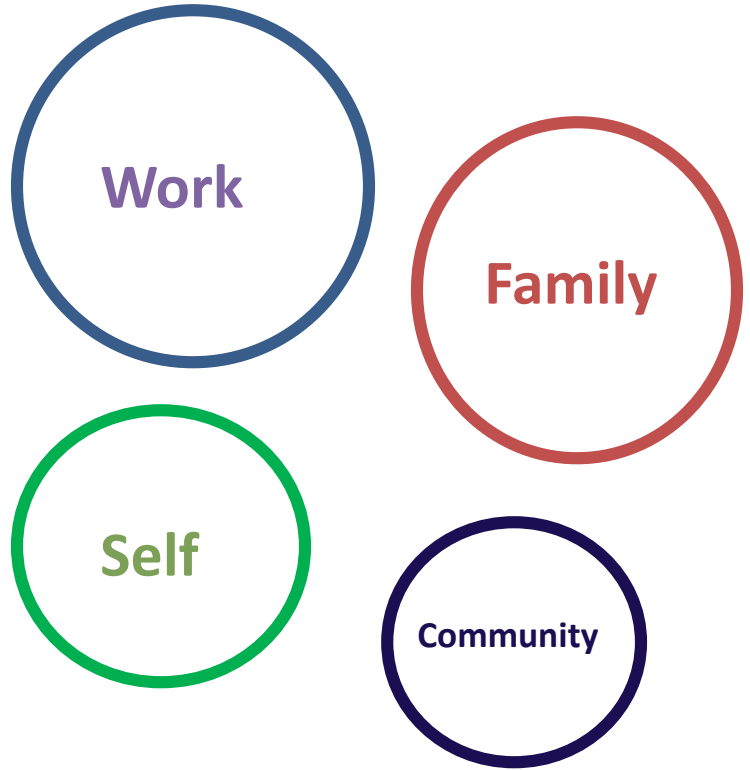
Efficacy-building Strategies



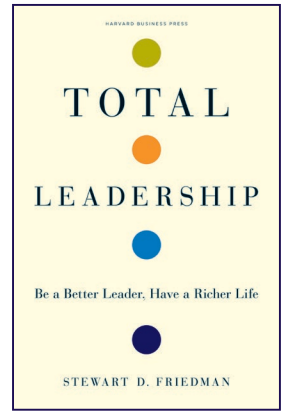
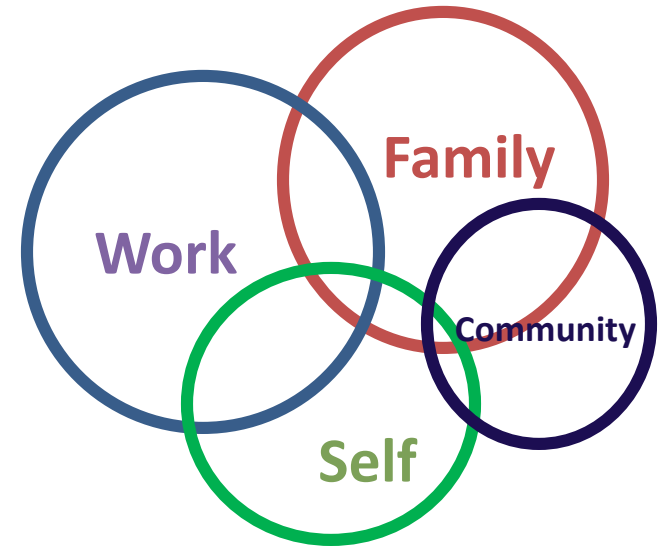


Not work/life “balance” but “integration”

Current Situation



Goal for the Future



The four-way assessment

Assess importance, focus, satisfaction and performance in each domain

	Importance	Focus	Satisfaction 1=not at all ...10=fully	Performance 1=poor ...10=excellent
Work / Career	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Home / Family	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Community / Society	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Self: Mind, Body, Spirit	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Overall	100 %	100 %	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

The career “sweet spot” ...

“One thing I know, having good intentions & *being intentional* are not the same thing!”



Summary: Be more intentional!

- Focus on role clarity
- Be more structured
 - Regular standing meetings
 - Standing agenda controlled by mentee
 - Use tools/ discussion guides